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ABSTRACT

The monograph considers ways in which vocational education can serve students with special needs. An introduction establishes the importance of career/vocational education in the development of handicapped persons, noting the philosophy behind special vocational/career education programs in Missouri. The implications of federal legislation (the Education for All Handicapped Children Act and the Vocational Education Act of 1963 as amended by the Education Amendments of 1976) and Missouri's House Bill 474 regarding components of vocational programing are noted and compared. Resulting programatic and personnel changes are considered. Among the services described in Missouri's model are career education components (awareness, preparation, exploration, and placement and followup); vocational services (a continuum of services from regular vocational programs to workshop settings); and instructional services (educational assessment, academic placement, instruction, and evaluation). A final section outlines steps for beginning a program based on needs assessment. Federal, national, regional, and state resources are listed in addition to resource materials. (CL)

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A Resource Guide for Providing Vocational Education for Handicapped Students in Missouri

Carl T. Cameron, Ph.D. & Marlene A. Dick, M.A.

EC 161106

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Introduction

Vocational Potential of the Handicapped

The majority of persons labeled as handicapped can achieve higher levels of personal, social, and vocational functioning if educational and occupational opportunities are provided. Too many handicapped persons are not learning to live and work successfully in society (Brolin, 1973). The USOE Bureau of Education for the Handicapped presented the following predictions about handicapped youth who will leave our school system:

21% - fully employed or enrolled in college
40% - underemployed and at the poverty level
8% - idle most of the time and in home community
26% - unemployed and on welfare
3% - totally dependent and institutionalized
(Hoyt, 1976).

Possible explanations for these predictions include lack of public understanding about the ability of the handicapped, lack of appropriate vocational programs in the secondary schools, and lack of communication both within the secondary school programs and between schools and outside social agencies.

Unfortunately, the talents of many handicapped persons have been lost because of lack of adequate educational programs designed to serve their unique needs. The interests of business, industry, government, and the public sector of society can be served by the training and use of the potential human resources represented by the handicapped populations.

Vocational education has an important role to fill in the development of persons with special needs. Assisted by vocational educators

many handicapped persons could develop vocational skills and become more productive, thus enabling their successful mainstreaming and integration into society. Special education also has an important role to fill in assisting persons with special needs to develop. Special educators have an understanding and knowledge of handicapped persons which they can impart to other professionals.

There is a void in the vocational training of handicapped students to develop specific marketable skills, but this trend is reversing. Various advocacy groups were active in these developments. There are now national, state and local efforts to provide handicapped learners with an appropriate vocational education in the least restrictive environment. Both vocational and special education have begun to play a major role in the development and support of programs for secondary level handicapped students in the state of Missouri. This monograph is provided to acquaint vocational and special educators with the kind of educational programming that can train diverse populations of handicapped students for productive employment and life.

Career Education/Vocational Education

Through the experiences in both special and vocational education, the handicapped student should be exposed to career education. A career is the totality of work one does in his or her lifetime. Thus, any person can have only one career. Career education should therefore begin before entering formal schooling and continue into the retirement years and should consist of activities and experiences through which one learns about work.

Vocational education is one part of the total program of career education. An occupation is a person's primary work role or roles in the world of paid employment. So, occupational education is the preparation of students for the kinds of paid employment needed by society.

According to the Missouri Division of Career and Adult Education, (State Plan for Vocational Education, 1981), the following philosophy has been adopted for vocational education in the State of Missouri:

1. Every individual should have *equal access* to vocational education regardless of race, sex, creed, socio-economic status, or place of residence. All persons in the state of Missouri should be provided vocational education opportunities so they can achieve the fullest measure of their physical and mental abilities.

2. Every individual should have *access to quality programs* of vocational education that will provide the skills and knowledge necessary to enter and progress in an occupation. Persons who have already entered the labor market should have available to them vocational counseling and placement services in addition to occupational upgrading.

3. Every individual should have an *opportunity to develop positive attitudes* toward the social significance of work and should be provided experiences that will develop and expand occupational aspirations.

4. Persons of all ages should be provided with *opportunities to further their personal career development* through a variety of activities. Career development activities should provide information and experiences that lead to understanding the significance of work and to occupational awareness.

The model and information presented in this monograph mirrors this state vocational education philosophy.

Legislation

Introduction

The purpose of this unit is to examine comparisons and implications of federal legislation that affects vocational programs for the handicapped. The laws reviewed are the Education for All Handicapped Children Act (P.L. 94-142) and The Vocational Education Act of 1963 as Amended by The Education Amendments of 1976, (P.L. 94-482). Missouri's House Bill 474, passed in 1973, also is examined as it affects vocational programming.

The Rehabilitation Act of 1973: Section 504, (P.L. 93-112) is not included in the comparison or implications sections, because P.L. 94-142 incorporates Section 504 within its regulations.

P.L. 94-142 defines the handicapped, and P.L. 94-482 defines vocational education. The two laws concur with each other in these definitions. In order to establish a common terminology before reviewing and comparing the laws, the definitions are stated below. P.L. 94-142 states, and P.L. 94-482 concurs, that the handicapped are:

> . . .those children (appropriately) evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

P.L. 94-482 states, and P.L. 94-142 concurs that:

> Vocational education is organized education programs directly related to preparing individuals for paid or unpaid employment, or for additional training for a career requiring other than a baccalaureate or advanced degree. It includes industrial arts and consumer and homemaking education programs.

Comparisons of Legislation

The legislation is presented in a comparative format by major category.

Legislative Comparisons for Vocational Programming with Special Needs Students

CATEGORY	PL 94-142	PL 94-482	HB #474
Vocational Education: Eligibility for Education Services	See 94-482	The handicapping condition does not make a person(s) eligible for special or vocational education. The handicapping condition must affect the student's chance for success in a regular setting. To the maximum extent possible handicapped persons will be educated with nonhandicapped.	The bill serves students under age 21 who because of mental, physical, emotional or learning problems require special educational services, which may include vocational education.
National, State, Local Advisory Committee	Members should include at least one of each of the following: Handicapped person, teacher of handicapped student, parent of the handicapped, state and/or education official and special administrator.	Members should include one or more people who have special knowledge, experience or qualifications regarding the educational needs of the handicapped.	Members should represent broad community organizations interested in the educational needs of the handicapped and the related needs of the general public.

(continued)

Least Restrictive Environment	Handicapped should be educated with non-handicapped to maximum extent possible.	Must be consistent with 94-142.	To the maximum extent possible, handicapped students should be educated with nonhandicapped students and should attend regular class.
Individualized Education Plan (IEP)	Each handicapped student must have an IEP which includes present level of functional annual goals, short term goals, educational services and date of implementation.	If stated in IEP, a component of vocational services must be provided as required by 94-142.	Each student assigned to a special education program, which may include vocational education, shall be fully re-evaluated on a regular basis, and assigned to the program that best suits the needs of the individual.
General Funding	Funds are subject to priorities. First priority is students that are in the age group appropriate for free and appropriate public education but are not being served. Second priority is students who have severe handicaps and are receiving an inadequate education.	10% of federal funds are to meet the excess costs of vocational education for the handicapped. This requires a 50% state or local match.	All instruction of handicapped students will be paid by the school district.
Allocation of Funds	In order to substantiate funds each SEA must report the number of handicapped children who are receiving special education or related service, according to age groups or disability. The number of handicapped children is limited by PL 94-142. If the state has a higher percentage of handicapped children, the state must still provide each with a free or appropriate public education.	Each state may fund remedial instruction if it is needed before the student can benefit from vocational training.	The school board of each approved school district shall file a report with the state board of education upon receipt of a satisfaction report. The state board of education shall certify to the commissioner of administration for approval of the amount of the state and federal monies due the school district.
(Funding) Exemplary Programs	Authorizes funds for development and distribution of new programs for handicapped students, i.e. (1) familiarize handicapped to special skills (2) develop, distribute vocational education curriculum for handicapped.		
Instructional Program			Designed to provide sufficient vocational and academic training for the student to receive high school diploma. The board of education of the special school district shall establish standards for vocational programs operated by the district.
Personnel Development	SEA shall develop/implement personnel inservice training.	To receive funding, the state must establish specific programs/projects for training teachers, administrators, supervisors, vocational guidance counselors.	State aid shall not be granted unless the professional personnel employed in educational programs have been specially trained for work in the programs.
State Standards	Any activity in the state to educate handicapped students must meet all the state education agencies standards. (See House Bill #474).	See 94-142	Responsibility for educational services for all handicapped lies with local school districts, special school districts, and the State Board of Education.
Vocational Guidance and Counseling	Funds are available for establishing a vocational resource center. The facility should be used by both handicapped and non-handicapped.	Funds under free and appropriate public education.	

Educational Implications for Missouri

P.L. 94-142, P.L. 94-482 and Missouri's House Bill #474 have been analyzed and compared, with an emphasis on the program requirements for handicapped involved in vocational programs. As a result of these laws, the following programs, personnel, and agreements have been developed and implemented in Missouri.

- *Special Needs Programming*—services designed to meet the special vocational needs of disadvantaged and handicapped students. Emphasis is placed on mainstreaming special needs students into regular vocational programs, using such strategies as a vocational resource educator, aides, vocational evaluation, vocational adjustment coordinator, remediation and counseling.

- *Vocational Adjustment Coordinator (VAC)*—serves as a link between the handicapped student, the Department of Vocational Rehabilitation, the school program and the community. The VAC coordinates vocational planning, placement, training and follow-up for handicapped students.
- *Vocational Resource Educator (VRE)*—resource person to the vocational educator assisting in appropriate placement of students in regular vocational programs, providing resources and assistance to the vocational instructor, assisting in the placement of the students in the world of work, providing inservice training, and general support counseling to students and parents.
- *School-based Vocational Evaluation*—programs to identify aptitudes, interests and abilities of persons with special needs in order to appropriately place them in regular vocational programs or modified vocational programs, or to recommend alternative methods to enter the world of work.
- *Cooperative Agreement*—permits Vocational Rehabilitation to provide funds for services that are not available to students from the local school district. Special education classes must be established with an assignment of a VAC to work with the vocational rehabilitation counselor to provide for a student's vocational needs.

The personnel, programs, and agreements just mentioned have been implemented in Missouri to assist regular vocational and special educators in delivering vocational programming to handicapped students. Further information about these and other service delivery models currently being used in the state is given in section 3, or can be obtained from:

Division of Career and Adult Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
314-751-3524
or
Division of Special Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
314-751-3502

Funding Sources

There are ways to locate support to provide better vocational programming for handicapped students. The following paragraphs present a brief overview of some of the major local, state, and federal resources that may be available.

Local Resources

Since the advent of federal money, districts often fail to explore local resources before state and federal dollars are considered. Locate the person who (a) knows where the resources are, (b) has an interest in seeing better programming and (c) has time or energy to pursue it. It may be a department chairperson, principal, administrator, or board member. List ideas, give a rationale, and estimate the amount of money necessary. Followup with a note or phone call.

Another area that goes unexplored is the use of federal and state dollars awarded to the city or county, but to which the school has no direct access. Many dollars have gone unused because an agency had the money, but did not have access to the programs and services. For example, the CETA regulations allow increased access to the handicapped. However, many CETA agencies have little or no expertise in dealing with handicapped students.

State Resources

The State of Missouri has published a resource guide for educational programs and services (DESE, 1980) that outlines sources of assistance for instructional programs. Two of the program possibilities are presented below:

Discretionary Grants for Special Education Exemplary Programs

Local school districts interested in applying for discretionary funds under P.L. 94-142 should request those forms in writing from the Special Education Section. Discretionary funds are available to LEA's to initiate the following types of programs:

1. Innovative special education programs (multi-district service models are encouraged).
2. Programs for severely handicapped children and youth.
3. Screening and diagnostic services.
4. Programs for preschool handicapped and/or severely handicapped youth.

Applications must be developed and submitted to the Section of Special Education by April of each year.

For additional information contact:
Ms. Delores John, Director
Division of Special Education
Missouri Department of Elementary and Secondary Education

Programs for the Disadvantaged and Handicapped Education Act (P.L. 94-482)

Funds are available for projects that provide appropriate educational services to help ensure the vocational success of disadvantaged/handicapped persons. Emphasis is placed on providing help in order for special needs students to make a smooth transition into and be successful in regular vocational programs. Various strategies such as a Vocational Resource Educator, vocational evaluation, remediation, vocational preparation, and mini projects are employed to facilitate and aid in the mainstreaming process. Skill training programs that provide training in a specific occupational area, with the curriculum modified and adapted to meet the needs of students, may also be approved.

Projects are approved and funded on an annual basis and may be considered for renewal if the need exists and funding is available.

Federal statutes require that state/local districts match the federal expenditure. Project reimbursement is based on approved total costs that are directly attributable to the project. Eligible applicants include local school districts, junior colleges, and state institutions. Proposals for new and/or expanding programs are due in March of each year. Additional information and guidelines (Form FV-3) for developing proposals are available from:

Director, Vocational Special Needs Programs
Division of Career and Adult Education
Missouri Department of Elementary and Secondary Education

Federal Resources

The funding sources listed in the State Resources section are, in almost all cases, federal dollars administered by the state. There are, however, other funding sources, which require direct application. These applications can usually be made by LEAs, SEAs, universities and private nonprofit agencies.

Requests for information concerning current federal funding alternatives should be addressed to:

Research Projects Branch
Special Education Programs
Department of Education
400 Maryland Ave. S.W.
Washington, D.C. 20202

Federal assistance alternatives have been described by the Leadership Training Institute (1980). For additional information and assistance about any of these programs, contact the Missouri LINC Hotline (800-392-0533).

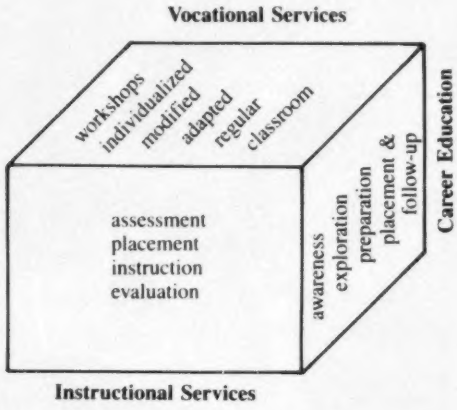
Service Delivery

Introduction

The purpose of this section is to present the various vocational services available to special needs students.

We feel the best format for presenting these services is represented in the following model. Each of the components of the model is described; then we show how these aspects fit together in providing services.

The model consists of three components: Career Education, Vocational Services, and Instructional Services.



Career Education

Career education is a lifelong process. It is a sequence of planned learning activities that prepares the individual for varied life roles, such as occupational, family, civic and retirement. There are three areas of concentration: daily living skills, personal-social skills and occupational skills. Career education is a group of activities, processes and interventions that occur developmentally at all levels in public schools, community settings and postsecondary educational settings. It is an evolving educational concept, requiring the participation of school, community, family, agencies, and the business-industrial sector to be effective. It is not intended to replace traditional education but rather to bolster it and make curriculum more directed toward the roles, settings and events that will comprise students' lives.

There are four levels of career education. These are awareness, exploration, preparation and placement/follow-up.

Placement and Follow-Up
Preparation
Exploration
Awareness

Career Awareness

Attitude, information and self-understanding are the three elements of career awareness. Attitudes are the foundation on which the career structure is built. Students must learn that people work for many reasons: economic, psychological, societal and personal. They need to understand that work is beneficial and that it can provide a major source of personal identification and satisfaction. Information about careers can help a student learn a variety of ways in which people earn a living and how they use their time in vocational, civic, leisure and other life roles. It is important to focus on self-understanding during this period, so students can begin formulating their relationship to the world and identifying their eventual adult roles, enhancing effective career development. Career awareness usually occurs in the elementary years.

Career Exploration

In career exploration the student begins a more careful self-examination related to his/her unique set of abilities and needs, the world of work, avocational interests, leisure and recreational pursuits and all other roles related to his/her career development. Career exploration generally comes during the junior high school years. It is important for school personnel to design curriculum and instructional experiences that allow for exploration of many occupations and jobs during this time.

Career Preparation

Like career awareness and career exploration, career preparation begins in the early grades and continues throughout life. For most individuals, particularly those who do not go on to postsecondary training, the high school years are critical for reaching the level of competency in the skills necessary to prepare for a career and life: daily living skills, personal-social skills and occupation guidance and preparation.

Career preparation for most handicapped students will require hands-on experiences. The use of community resources is encouraged. Accurate vocational evaluation is necessary in helping the student to assess the realism of his/her career choices and training needs. Handicapped students need more than the traditional time to be prepared adequately for a successful career and should be given additional time necessary in order to meet this goal. Career preparation can be gained through work experience, on-the-job training (on or off campus), cooperative occupational education and volunteering in the community.

Career Placement, Follow-Up

The career placement stage pulls the awareness, exploration and preparation phases together. For some students, it will identify where the student still has deficiencies and where further instruction is needed. It is the practical aspect of the career education program, and one that may extend intermittently over several years for many students. It involves actual job placement after training and any special instruction required after placement is made. It is important to involve as many community resources as possible in this phase.

Follow-up involves contacting employers and students to see if placement has been successful. Follow-up and support services are important aspects of career placement. If students have further retraining or placement needs, career education should meet these needs.

Vocational Services

The following figure depicts the vocational programs available to the handicapped student. The five types of programs covered are the regular, adapted, modified, individualized, and workshops.

Workshops
Individualized
Modified
Adapted
Regular Vocational Program

These programs represent a continuum of services from placement of an individual who, due to the severity of her/his disability, requires much assistance in a vocational training program to placement of an individual with a mild disability who can succeed in a regular vocational program.

The following personnel are most actively involved with providing vocational instruction and services to the special needs learner. Other regular school personnel may also be involved with the special needs learner.

Vocational Evaluator - administers the work evaluation, takes the results of the evaluation and reaches conclusions about a student's aptitudes, interests and abilities.

Special Educator - designs and implements an occupational guidance and preparation curriculum for the handicapped student in high school programs.

Vocational Educator - is employed to provide vocational training in specific skill areas.

Special Needs Vocational Educator - this individual is trained to work with special need students and usually is assigned to modified vocational classes.

Vocational Resource Educator (VRE) - serves as a consultant and support person to vocational teachers, students, parents and community members to ensure that the unique educational needs of mainstreamed handicapped students are met. To establish and support a well coordinated multi-disciplinary approach to effective vocational education for the handicapped, the VRE functions in capacities both internal and external to the school setting.

Internal	**External**
Provide inservice training	Coordinate public relations
Assist with vocational counseling	Work with advisory committee
Assist with program placement	Assist parents
Assist with program design	Assist employers
Assist with management	Assist with job placement

Vocational Adjustment Coordinator (VAC) - coordinates placement of students from modified vocational programs. The VAC's duties include coordination with Vocational Rehabilitation, securing job training stations, supervising on-the-job training, contacting and working with parents and employers.

Vocational Rehabilitation Counselor (VRC) - coordinates any services provided by Vocational Rehabilitation. Some of the VRC's duties are: determine eligibility of student for VR services, consult with school officials about training arrangements, provide vocational rehabilitation services not offered within a school district and assist in planning job training.

In the following table, each of the available Vocational Education options are described in terms of: (a) placement - type of program; (b) population - a description of the student who would typically be placed in the program; (c) personnel - persons who are primarily responsible for providing services to the handicapped individual; (d) types of service delivery - services that are usually provided in this type of placement and (e) instruction - the responsible personnel for providing instruction.

Vocational Service Model

Placement	Population	Personnel	Types of Service Delivery	Instruction
Regular Vocational Program	The handicapped student enrolled in this program should be capable of benefiting without any significant course change.	Vocational Educator Vocational Resource Educator	Vocational Resource Educator is available to assist vocational educator.	Provided by vocational education.
Adapted Vocational Program	This program is designed for the handicapped student who is placed in the regular vocational program and requires some assistance for meeting success.	Vocational Resource Educator Vocational Evaluator Vocational Educator	Vocational Resource Educator provides assistance to the Vocational Educator. A vocational evaluation is usually given.	Provided by Vocational Educator
Modified Vocational Program	This program is designed for the handicapped student who has been identified as capable of acquiring skills and concepts from a vocational program but who has difficulty succeeding academically in regular vocational programs.	Vocational Resource Educator Vocational Evaluator Vocational Adjustment Coordinator Special Educator Vocational Rehabilitation Counselor	Adaptations may be in the form of curriculum modification, changes in modality of instructions or special aids for the instructor. Vocational Adjustment Coordinator assists in job placement. Special Educator may instruct or assist Vocational Educator. Vocational Rehabilitation provides assistance through cooperative agreement.	Provided by Vocational Education and Special Education. Students receiving this type of program have been removed from the regular vocational program, but remain in the same facility for instruction.
Individualized	This program is designed for individuals who require more involved training and can meet competitive employment standards.	Special Educator (on-site trainer)	Individual instruction usually at training site, and one on one. Specific skill instruction is provided.	Provided by Special Education, private or public agency.
Workshops	This program is designed for individuals who require the learning of work habits, requirements, skills and personal/social behaviors. These individuals' handicapping conditions are usually more severe.	Vocational Evaluator Vocational Rehabilitation Counselor Special Educator Production Manager	Work evaluation, work adjustment, vocational guidance and counseling, vocational training, job placement and follow-up.	For students who may be unable to meet the needs of competitive employment after training the workshop may become an extended employment site.

Instructional Services

The third part of the model is instructional services, which covers educational assessment, academic placement, instruction, and evaluation of effectiveness.

Educational Assessment
Academic Placement
Instruction
Evaluation

Assessment

Assessment should take into account the strengths and weaknesses of a student, and work toward gaining information to help the handicapped student succeed in vocational training and jobs. Assessment in this component looks at the strengths and weaknesses of a student as they relate to potential for vocational performance. Strengths and weaknesses can be of a general nature including physical, psychological, educational and social factors; or they can be of a work-related/vocational nature including interests, aptitudes, work attitudes, skills and behaviors.

General Assessment

The I.E.P. may already have some information compiled, and it can be looked at in terms of potential vocational performance. Physical/medical assessment information relevant to the work situation might be needed to help determine the strengths and weaknesses of the student. Educational information such as reading and math levels, teacher observations, etc. can provide information relevant to determining a student's level of functioning in daily living and work-related academic skills. Social skills information such as behavioral characteristics, grooming, attitudes toward and interactions with others, is also important information to assess. Lack of appropriate social skills and behaviors causes job loss far more frequently than lack of job skills.

Vocational Assessment

Vocational or work related strengths and weaknesses include interests - what a student might like to do vocationally, aptitude - how probable it is that a student will succeed in a given occupation, and work attitudes, skills, and behaviors such as attendance, promptness, co-worker relationships, need for supervision, ability to work consistently, production, dexterity, mechanical ability and work planning.

The major goal of vocational assessment is to help students learn about their abilities, interests, and needs so that they can make satisfactory vocational choices and prepare for and find satisfactory employment. To assess these work related areas some type of vocational evaluation usually takes place.

The following are some assessment devices and techniques used in vocational evaluations:

- interviews with students, parents, teachers, employers
- observations in class, at home, on the job
- past experiences such as job exploration, work adjustment, pre-vocational classes
- standardized vocational assessment tests
- achievement tests
- official records (medical, psychological, school)

Students should be involved in every phase of the assessment process. They should have an opportunity for input, awareness of what is happening to them, information about the data acquired on them, and information on the results of the assessment. The following are the kinds of information compiled during an assessment:

- specific traits assessed
- results of the various components of assessment
- specific problems in areas of assessment
- major assets
- determination of potential for vocational training and placement
- supportive needs required to achieve vocational success
- needed physical modification of equipment and facilities
- recommendations for follow-up services
- recommendations for vocational training and placement.

Placement

Information about the student's interests, aptitudes, strengths and weaknesses, has been accumulated. This information is used in deciding the setting most appropriate for acquiring vocational instruction.

Vocational education traditionally has delivered services to regular students through a two-part program consisting of a laboratory class, where students perform tasks similar to those found in a job, and a related vocational instruction course where students learn safety procedures, and concepts and theories behind the work they perform in the lab. With a special needs student, these training options may be appropriate, or other options may need to be considered.

In determining which type of training is the most appropriate for a special needs student, the I.E.P. comes into play. Vocational educators have a unique responsibility in the IEP process. Once it has been determined that a vocational program is appropriate for an individual student through analysis of vocational assessment information and staff input, the vocational teacher of the class in which the student will be placed, or the VRE acting as a liaison, becomes involved in the planning and writing of the IEP. As the IEP is written, the vocational educator or VRE will provide input concerning what instructional modifications or support services are needed so the student can succeed in the placement. It is essential that vocational educators be involved in the planning phase, so that instruction can be successfully carried out in the instruction phase.

(It should be noted here that if a student has been assessed as capable of participating in a regular vocational education program without special services or program modification then he/she is not considered handicapped and no IEP is written for vocational education).

Instruction

Besides teaching the actual vocational skills needed for work in an occupation, instruction for handicapped students should include teaching related life skills, such as:

- personal and social skills that affect employability, such as communicating effectively
- daily living skills, including money management, foods, clothing, family and child relations and housing management
- process skills related to seeking employment, such as filling out forms and using public transportation
- basic vocational skills that involve math, reading and perceptual or manipulative skills
- special skills related to each student's handicap.

Two other important aspects of vocational instruction that should be described are task analysis and entry and exit level skills.

Task analysis is a process where tasks required to learn the course content are analyzed and listed, then compared to the student's abilities and learning needs. The skills a student needs to acquire are thus identified. With task analysis the instruction needed for the student to learn these skills can be identified and planned for in advance.

Entry level skills are the basic prerequisite skills needed to enter the vocational training program, such as measuring and handling and identifying tools. In the assessment/IEP process it should be determined whether the student has these entry skills. If he/she does not, provisions should be made for the acquisition of them.

Exit level skills are the skills a student should have when exiting the vocational training program. They are also the basic skills needed to "enter" a job. Teaching related life skills and entry and exit level skills using task analysis are important instructional components vocational educators add when serving special needs students.

Evaluation

To determine if a student is receiving the appropriate instruction and training, and later to decide whether they are ready for job placement and/or graduation, evaluation is necessary. The evaluation can be directed toward the student to see if he/she is successfully acquiring employable skills, and toward the program to see if it is providing these skills to the students.

Student Evaluation

Student progress needs to be evaluated during instruction/training to make sure materials, methods, course objectives, etc., are appropriate, or whether they should be modified. Student evaluation is a process that should be built into the IEP and the vocational course.

Students also need to be evaluated at the end of a training program or grading period to see whether they have successfully reached skill acquisition. Evaluating and assigning grades to handicapped students has posed a problem for vocational educators. Perhaps what should be important to the vocational student, instructor and the potential employer is not so much the awarded grade but competencies that have been achieved and level of proficiency. A competency-based grading standard can be used to indicate the progress of any student. It shows students what they have accomplished, indicates to the instructor student successes in some areas and the need for reteaching or further practice in other areas, and tells the employer exactly what skills students possess and at what levels they can produce.

Program Evaluation

Program evaluation should be ongoing, with areas such as curriculum, facilities, equipment, teacher effectiveness, vocational counseling, supportive services, student progress, inservice, placement and follow-up being evaluated. All these aspects should be seen as part of monitoring and coordinating the programming for special needs students. Evaluating these aspects of a program also facilitates communication and cooperative planning among staff members and permits informed decisions regarding program adjustment and development. Program evaluation should also look at the overall impact of the program. Evaluating the effectiveness of the program in meeting the needs of the students and the community can be done through student and employer follow-up.

Program Development

How to Get Started

The previous section provided an overview of the personnel and programs that can effectively meet the vocational needs of special needs students. The following outline describes how to start developing such a program.

I. Conduct a needs assessment to identify current vocational education services for special needs students.
   A. Determine the number of special needs students who might be served in a vocational education program.
      1. Contact the special education department in the schools your students attend.
      2. With their cooperation, determine:
         a. how many special needs students need vocational services
         b. what types of handicapping conditions these students represent
         c. the severity of the handicapping conditions
         d. the types of vocational services required.
      3. Identify non-achieving students in regular vocational programs who may require special services.
      4. Recruit in-school and drop-out students through mass media announcements.
      5. Provide and monitor a reporting system to identify students and services provided to them.
   B. Identify employment opportunities for special needs students within the community.
      1. *Seek the assistance* of special education and vocational rehabilitation personnel (Vocational Resource Educator, Vocational Adjustment Coordinator).
      2. Meet with employers who have successfully employed handicapped students.
      3. Survey employment sources within the local district.
   C. Evaluate present vocational programs to determine how effectively they meet the individual needs of special needs students.
      1. Product or outcome factors to analyze:
         a. dropout rate
         b. absenteeism rate
         c. employment rate
         d. achievement rate
      2. Process factors analyze:
         a. quality and availability of instructional offerings
         b. flexibility of programming to meet individual student needs
         c. availability of teachers and support personnel to expand instructional offerings
         d. quality and availability of related program services required such as tutoring, guide services, etc.
         e. existing pupil-teacher ratios
         f. teacher qualifications for serving special needs students
         g. the programs ability to serve special needs students in the least restrictive environment such as:
            1. work-study and cooperative programs
            2. regular vocational classes with support services for teacher and students
            3. modified vocational classes
            4. special vocational classes for part-time or full-time placement
            5. sheltered workshops
            6. work activity centers
   D. Identify and obtain information on other alternative programs for delivery of services to the handicapped being used by school districts or agencies. The section on Resources provides information relevant to this sub-section.
      1. Obtain reports of federally funded demonstration projects.
      2. Contact specialists in the field of employment of handicapped and vocational curriculum development for the handicapped.
      3. Obtain information on availability of materials through:
         a. publishers
         b. project directors of federal projects
         c. vocational education instructional materials centers
         d. professional journals
         e. National Center for Research in Vocational Education (see resources)
         f. universities
      4. Visit exemplary projects.
      5. Attend conferences and other professional meetings.
   E. Survey the availability of related services through the local school districts. These may include:
      1. Occupational therapy
      2. Physical therapy
      3. Speech therapy
      4. Psychological and diagnostic services
      5. Social work
      6. Bilingual instructor
      7. Note-taking services
      8. Cooperative programs
      9. Mobility training for visually handicapped
      10. Remedial instruction
      11. Reader services for visually handicapped
      12. Guide services for physically handicapped
      13. Tutorial services

F. Assess the related services available through community agencies:
   1. Medical and dental services
   2. Psychological services
   3. Family and career counseling
   4. Community mental health services
   5. Vocational rehabilitation services
   6. Job placement and follow-up
   7. Consultants
   8. Volunteers and tutors
   9. Social service agencies

G. Survey parents for input regarding interest in vocational programs for special needs students:
   1. Written survey
   2. Telephone
   3. Personal interviews

H. Submit all needs assessment information to district administrative staff for approval. If it is determined that a vocational special needs program is needed, your school district can then:
   1. Develop and implement a plan for providing vocational education services to handicapped students that includes:
      a. vocational assessment
      b. vocational education placement
      c. instructional delivery
      d. job placement and follow-up procedures
   2. Develop and implement an outgoing system for evaluating the delivery of services to all special needs students.
      a. design a system to assess graduates of special needs programs
      b. evaluate the effectiveness of presently used materials, equipment, schedules, methods used to teach the handicapped
      c. develop a record-keeping and data-collection system to monitor every aspect of the special needs program.

Additional information about developing programs is available through Project Missouri LINC (see resources).

Resources

Agencies

UNITED STATES DEPARTMENT OF EDUCATION

Asst. Secretary for Special Education and Rehab. Services
400 Maryland Ave., S.W.
Washington, DC 20202
(202) 245-9661

Asst. Secretary for Vocational and Adult Education
400 Maryland Ave., S.W.
Washington, DC 20202
(202) 245-8167

These offices are responsible for the execution of educational policies at the national level. Information concerning the use of funds, active programs, programs under development, and the improvement of programs in your area can be supplied through these offices.

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

Division of Special Education
Delores John, Director
P.O. Box 480
Jefferson City, MO 65102
(314) 751-2965

Division of Career and Adult Education
Miles Beachboard
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3524

Information concerning the use of funds, active programs, programs being developed and the improvement of programs in Missouri can be supplied through these offices.

COMMITTEES ON EMPLOYMENT OF THE HANDICAPPED

National:
President's Committee on Employment of the Handicapped
Washington, DC 20210
(202) 961-3401

State:
Governor's Committee on Employment of the Handicapped
P.O. Box 59
1904 Missouri Boulevard
Jefferson City, MO 65104

Educators can obtain information about vocational education and employment of handicapped students through these offices.

PROJECT MISSOURI LINC

609 Maryland
Columbia, MO 65211
(800) 392-0533 or (314) 882-2713

This is a University of Missouri-Columbia based project funded through the Missouri Department of Elementary and Secondary Education, Division of Special Education, in cooperation with the Division of Vocational Education, Vocational Special Needs Programs. The project provides resource information and technical assistance to special and vocational educators, department heads, supervisors and administrators. There are five service components supplied by this project: Hotline information (800-392-0533), newsletter, model programs, consultant service-technical assistance, and inservice workshops for special and vocational educators, counselors and administrators.

SPECIAL EDUCATION DISSEMINATION CENTER

515 South Sixth Street Annex
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-3594

Through this center, educators can obtain materials that relate to the education of handicapped children and youth. A newsletter, loan packages, conferences, Project STEIM and a directory of other centers is supplied through this agency.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES (ACLD)

National:
ACLD
4156 Library Road
Pittsburgh, PA 15234
(412) 341-1515

State:
MACLD
Box 3303
Glenstone Sta.
924 S. Glenstone
Springfield, MO 65804
(417) 831-6291

This is a federal non-profit organization whose main purpose is to advance the education and general well-being of children with learning disabilities. There are over 365 state and local ACLD affiliates. This association publishes a monthly newsletter.

INSTRUCTIONAL MATERIALS LABORATORY

10 Industrial Education Bldg.
University of Missouri-Columbia
Columbia, MO 65211
(314) 882-2883

Teacher and student use instructional materials for vocational education and special needs students.

REGIONAL RESOURCE CENTER

National:
Learning Resources Branch
OSERS, U.S. Dept. of Education
400 Maryland Ave., S.W.,
DONO 4833
Washington, DC 20202
(202) 472-4560

Regional: (includes Missouri)
Midwest Regional Resource Center
Drake University
1332 26th Street
Des Moines, IA 50311
(515) 271-3936

This is a federally funded consulting firm that supplies educational information for educators serving handicapped children.

COUNCIL FOR EXCEPTIONAL CHILDREN

National:
CEC
1920 Association Drive
Reston, VA 22091
(800) 336-3728

State:
Barbara Hankinson,
State President
Kansas City Missouri
School District
1211 McGee #927
Kansas City, Missouri 64106
(816) 221-7565 x 266

This is a national professional organization designed to serve exceptional children and the professionals who work with them. This council is also active in working with the government to protect children's rights to an appropriate education. Vocational education materials are available through this office.

DIVISION OF CAREER DEVELOPMENT (DCD)

National:
National President of DCD
1920 Association Drive
Reston, VA 22091
(800) 336-3728

State:
Harry Bahr, State President
Special School District of
St. Louis County
12110 Clayton Road
Town and Country, MO 63131

This is a division of CEC that focuses on the career development of exceptional children, youth, and adults.

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

Ohio State University
1960 Kenny Road
Columbus, OH 43210
(614) 486-3655

The center develops vocational education programs, evaluates individual program needs, conducts leadership training and disseminates information.

AMERICAN VOCATIONAL ASSOCIATION (AVA)

National:
American Vocational Association
2020 14th Street
Arlington, VA 22201
(703) 522-6121

State:
Missouri Vocational Association
1451 E. Battlefield - Suite 303
Springfield, MO 65804
(417) 881-0901

The function of this association is to improve and promote vocational education, to establish national leadership and to aid the vocational educators and state associations in maintaining quality standards for vocational education at the local level.

NATIONAL ASSOCIATION OF VOCATIONAL EDUCATION FOR SPECIAL NEEDS PERSONNEL

National:
NAVESNP
The Center for Vocational Personnel
Raschini House
Indiana Univ. of Pennsylvania
Indiana, PA 15705

State:
MVSNA President
1451 E. Battlefield - Suite 303
Springfield, MO 65804
(417) 881-0901

This association is a sub-component of AVA that has the major function of serving vocational education of the special needs student.

HEALTH/CLOSER LOOK

National:
Closer Look
Box 1492
Washington, D.C. 20013
(202) 833-4160

Vocational Component:
Parents Advocacy for Vocational Education
Project PAVE
Box 1492
Washington, D.C. 20013
(202) 833-4160

This agency provides help for parents of handicapped children and youth to obtain information about education and other needed services. Vocational education materials are also available through this office.

Resource Materials

Director of Organizations: Resources for Handicapped
Governor's Committee on Employment of the Handicapped
State of Missouri
P.O. Box 59
1904 Missouri Boulevard
Jefferson City, MO 65104
(314) 751-2600
(800) 392-8249

Contents: This directory lists organizations and agencies in Missouri that serve the handicapped population. Free.

Directory of Organizations Interested in the Handicapped
Committee for the Handicapped
People to People Program
Suite 610, LaSalle Bldg.
Connecticut Avenue and L St.
Washington, D.C. 20036

Contents: Listed in this directory are the names, addresses, and phone numbers of approximately 200 organizations concerned with handicapped individuals. Free.

Legal Considerations in the Education of the Handicapped: An Annotated Bibliography for School Administrators, 1978.
National Association of State Directors of Special Education
1201 16th St. N.W.
Washington, D.C.

Annual Program Plan Amendment for Part B of the Education of the Handicapped Act as Amended by PL 94-142 and for PL 89-313, 1980.
Missouri Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Voc/Career Education Programs for Persons with Special Needs Catalog,
ED132 280 (ERIC No.)

Center for Studies in Voc-Tech Education
964 Education Science Bldg.
1025 West Johnson Street
University of Wisconsin
Madison, WI 53714

Contents: information about the 159 vocational/career education programs funded by the 1968 vocational amendments.

Annotated Bibliography of Prevocational-Vocational Materials for Students with Special Needs, 1979.
Minnesota Instructional Materials Center
3554 White Bear Ave.
White Bear Lake, MN 55110

Contents: basic skills, survival skills, vocational and instructional resources.

Resource Directory for Vocational Professionals Working with Special Needs Students, 1980.
Instructional Materials Laboratory
10 Industrial Education Building
University of Missouri-Columbia
Columbia, MO 65211

Contents: programs and projects, curriculum and instruction, personnel and professional development, guidance, counseling and other support services, job placement, evaluation.

Vocational Education for the Handicapped: A Selected Resource Guide from Southeast Network for Curriculum Coordination.
Mississippi State University
Research and Curriculum Unit for
Vocational-Technical Education
Mississippi State, MS 39762

Contents: Business and Office, Distributive Education, Home Economics, Trade and Industry, general information, films.

Curriculum Materials for Vocational, Technical, Special Needs and Career Education, 1979.
New Jersey Vocational-Technical Education
Rutgers University
4103 Kilmer Campus
New Brunswick, NJ 08903

Bibliography of Secondary Materials for Teaching Handicapped Students
President's Committee on Employment of the Handicapped
Washington, D.C. 20010

Contents: vocational, pre-vocational, career, and special education, work-study, vocational rehabilitation, evaluation and testing.

Instructional Development for Special Needs Learners: An Inservice Resource Guide
Department of Vocational and Technical Education
University of Illinois at Champaign-Urbana
Urbana, IL 61801

Contents: learner identification, instructional resources, cluster and content analysis, instructional planning and implementing, evaluation of learner progress.

Working with Special Needs Students in Vocational Education Classes.
Midwest Regional Resource Center
1332 26th Street
Drake University
Des Moines, IA 50311

Contents: request information on publications available.

Summary

The purpose of the monograph has been to describe how vocational education can serve special needs students. We have described:

- how the levels of career education are an integral part of providing needed vocational skills to students
- the cascade of services or levels of vocational education available to serve special needs students
- the roles of assessment, placement, instruction and evaluation in vocational programs that uniquely facilitate serving the special needs student, including the vocational evaluation lab, IEP planning and placement, instruction, and competency evaluation
- how to develop a vocational special needs program.

State of the Art for Vocational Special Education in Missouri

Missouri has developed several types of personnel and programs at the local level to facilitate the vocational training of special needs students: Vocational Resource Educators, Vocational Adjustment Coordinators, school-based Vocational Evaluators, vocational evaluation labs, and adapted and modified vocational classrooms. At the state level, the Department of Elementary and Secondary Education, the Division of Career and Adult Education, has developed the Vocational Special Needs Program which funds more than 50 vocational special needs programs in the state. The Division of Special Education has worked actively to provide inservice training to vocational and special educators. The Divisions of Vocational Education and Special Education have encouraged cooperative agreements between Vocational Rehabilitation and school districts, and they have provided funding sources for vocational special needs programs through discretionary grants.

Missouri has developed inservice and preservice training for preparation of personnel to work in vocational special education. The LINC Summer Workshop, a two week inservice personnel preparation workshop, is sponsored by the Department of Elementary and Secondary Education. The workshop is presented by Project Missouri LINC and provides specialized training for vocational and special educators working or preparing to work with special needs students. The University of Missouri-Columbia has a master's degree program in Vocational Education for the Handicapped, through the Departments of Practical Arts and Vocational Technical Education, Education and Counseling Psychology and Special Education.

Missouri has developed resources to help educators deliver services to special needs students. One of these resources, Project Missouri LINC, provides a toll-free hotline to respond to vocational special education related requests from educational personnel in the state of Missouri. Project LINC also provides technical assistance; publishes a newsletter, the LINCletter, during the school year; identifies model programs in the state and develops new materials. Project LINC works to disseminate new information to educators working with special needs students in vocational education.

S.E.D.C. and I.M.L., housed on the University of Missouri-Columbia campus, also provide materials and information to educators. S.E.D.C., primarily provides information to special educators and I.M.L. provides information to vocational educators. (See resource section.)

Overall, the emphasis in Missouri has been and continues to be on mainstreaming or providing the least restrictive vocational training/placement for special needs students. The personnel, programs and resources just mentioned all work toward the goal of allowing students an equal chance at training to prepare for an occupation and a normal life, working and living with their peers in a regular community setting.

Missouri has worked to facilitate a cooperative effort by all educators and community agencies to provide mainstreamed vocational training. Because many resources are often involved in providing comprehensive vocational preparation, cooperation among vocational and special education, school and community, and parents and educators, is the key to ensuring successful vocational training for special needs students.

Where We Can Go From Here

If handicapped persons in Missouri are to be successfully integrated into vocational education, a number of issues demand the attention and energy of educators in the future. Some of these issues are:

- ensuring handicapped persons equal opportunity for admission to vocational programs
- ensuring vocational education participation in the development of IEP's
- providing adequate vocational assessment and evaluation services
- ensuring adequate career education experiences for handicapped students as a basis for vocational education
- expanding vocational education recruitment practices to include handicapped persons and encourage their enrollment
- increasing job development activities and job placement of disabled persons completing vocational education

- providing adequate vocational teacher education relating to teaching handicapped students
- developing supportive working relationships between special education and vocational education at local, state and federal levels.

Progress in vocational special needs education in Missouri can continue with the support and effort of educators who care about the future of special needs students.

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Johnson, M.C. *Preparing handicapped students for work: Alternatives for secondary programming. Education and Work Series*. Reston, Virginia: Council Exceptional Children, 1980.

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MissouriLINC operates within the University of Missouri-Columbia Departments of Special Education and Practical Arts and Vocational-Technical Education, College of Education. It is funded through the Missouri Department of Elementary and Secondary Education, Division of Special Education, in cooperation with the Division of Vocational Education, Vocational Special Needs Programs. It is through the concern of DESE that this project is available to provide these services at no charge to the public school personnel in the state of Missouri.

LINCpaper Monographs

801 *Mainstreaming Visually Impaired Students into Vocational Classes*
Through a question/answer format a blind consultant and a vocational educator address many of the concerns of a regular classroom teacher.

802 *Post-Secondary Programs for the Deaf and Hearing Impaired*
Useful for counselors this paper provides programming information on hearing impaired programs throughout the United States.

803 *Developing a Vocational Curriculum and Adapting Instructional Materials*
This paper provides a model for developing a secondary level curriculum in all vocational areas and includes a checklist for selecting and procedures for rewriting materials.

811 *Manual Communications Training: Clerical Vocabulary*
Useful for educational personnel serving deaf students, this dual format paper is a poster illustrating manual clerical signs used in an office setting. A procedure for determining important vocabulary is provided as a model which is applicable to any vocational area.

813 *The Missouri Cooperative School Work Program for Handicapped Students*
This paper describes work study, the Missouri Cooperative Agreement, the role of the Vocational Adjustment Coordinator, and how to develop, implement and evaluate a special education work study program.

814 *Education for the Handicapped in Rural Areas*
This paper addresses the problems associated with programming in rural areas and offers possible solutions as well as resources.

821 *A Resource Guide for Providing Vocational Education for Handicapped Students in Missouri*
This paper describes ways to deliver vocational training to handicapped students, how to develop a total program, and a listing of resources.

822 *An Individualized Instructional Management System for Vocational Educators of Special Needs Students. . . . Or How Can I Be 15 Places at Once?*
Useful for vocational educators considering individualized instruction, this paper describes management system that can facilitate the process.

823 *Alternatives in Evaluation and Grading of Special Needs Students*
This paper describes modifications and procedures that can keep educators evaluate special needs students in the classroom.

Please send me the following LINCpapers:

___801; ___802; ___803; ___811; ___813; ___814; ___821; ___822; ___823.

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